

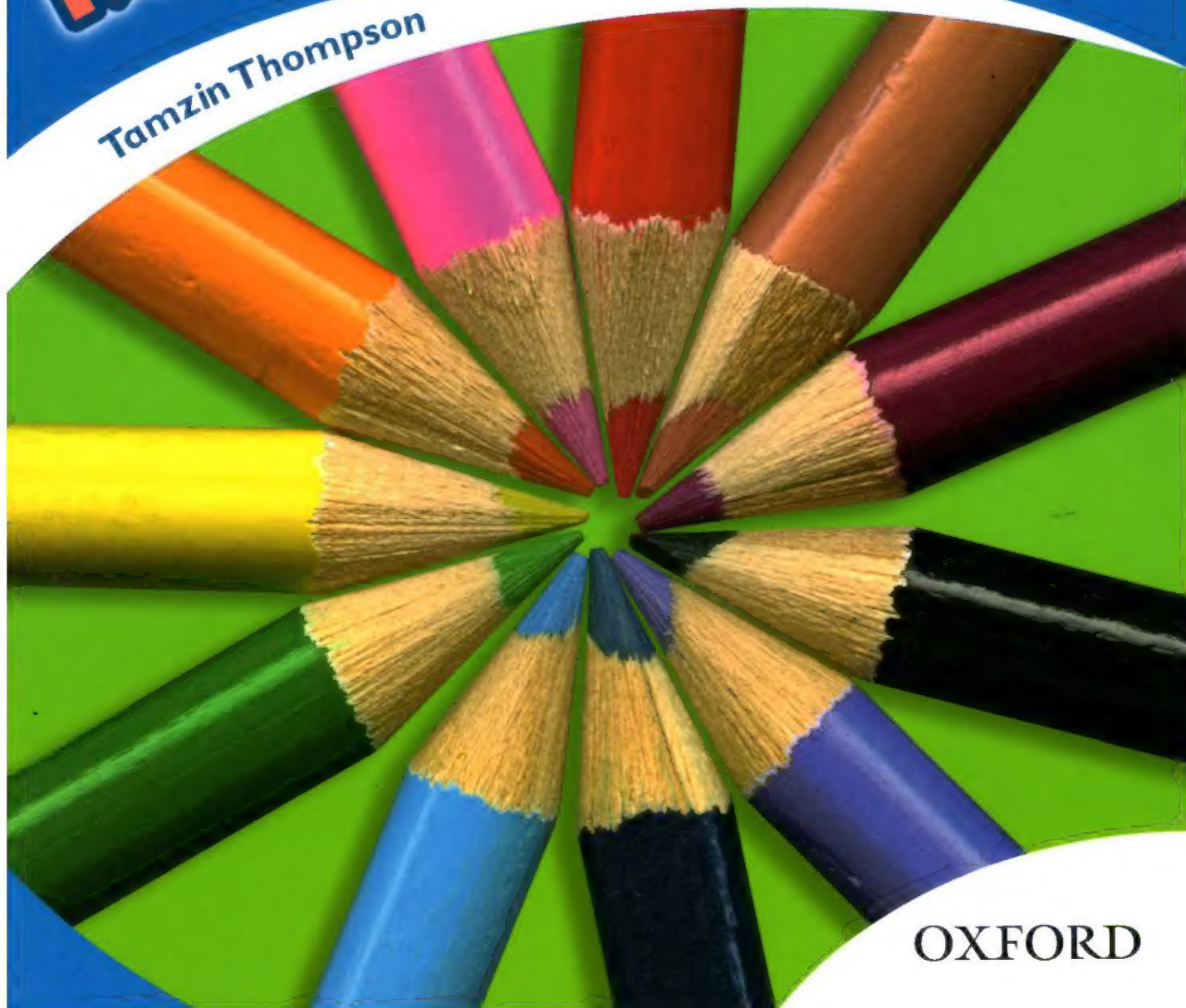
OXFORD
PRIMARY
SKILLS



1

Reading and writing

Tamzin Thompson



OXFORD



Reading and writing

Tamzin Thompson

Unit	Structures	Vocabulary	Skills
Teaching notes page 2			
1 School things page 4	What's this? It's a (pencil case).	pencil case folder notebook paintbox glue stick	: Cartoon story : Shopping list
2 Toys page 8	The (train) is (red).	puppet boat plane board game doll's house	: Museum information leaflet : Word order Email
3 Famous people page 12	He's a (dancer). Is she a (singer)?	singer actor footballer writer dancer	: Website factfiles : Capital letters and full stops Website
4 In the garden page 16	Where's (Dad)? He's (under) the (tree).	garden flower grass bee pond	: Cartoon story : Word order Description of a picture
5 Ready for work page 20	This is his (suit). His (shirt) is (white).	jumper suit gloves boots shirt	: Factfiles : Short forms Description of a parent
6 Holiday homes page 24	Where are the (bedrooms)? They're (upstairs).	windmill caravan houseboat bed sofa	: Interview : Question forms Interview
7 Funny birds page 28	It's got (long) (legs) and a (long) (neck).	wings feathers tail neck beak	: Factfiles : Nouns and adjectives Describing a picture
8 At the café page 32	I like (salad). I don't like (chips).	pizza burger chips ice cream salad	: Cartoon story : Short forms Email
9 A cool room page 36	There's a (DVD player).	painting wardrobe bunk beds table DVD player	: Website : There's or There are Website
10 Amazing animals page 40	It can (run) very (fast).	see hear jump sleep play	: Factfiles : Adjectives and verbs Description of an animal
More words page 44		Four extra words for each unit	



Teaching notes

The *Oxford Primary Skills* series is designed to be used alongside a coursebook to develop reading and writing skills, and uses a balance of familiar and new language in different contexts.

Each level of *Reading and writing* is made up of ten units that are designed to be used in order. The texts progress in length and the skills practised progress in difficulty through the book. The units follow a grammar and vocabulary syllabus designed to be consistent with what the children are learning in their language lessons.

Children starting *Reading and writing 1* should already be familiar with the alphabet and with letter formation and should have covered some reading and writing in their preschool English lessons.

Reading

There are a variety of reading text types through the course to expose children to different types of English in use. Children will be motivated by their ability to read and understand 'real' text types such as websites and magazine articles that have been graded to their level. Children develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

Some of the text types they will encounter are, amongst others: stories, magazine articles, posters, leaflets, websites, factfiles, reports.

Writing

In the Writing section of each unit, the children practise punctuation, syntax and text structuring, and are given the opportunity to write different types of text about themselves closely following a model text that will support them in structuring their writing. Their writing confidence will develop as they find they have written, amongst others: emails, descriptions, interviews, lists, diary entries, website profiles.

More words

At the back of the book is an optional section of vocabulary extension exercises that can be used to augment the number of words the children learn in each unit from five to nine. The extra words are consistent with the topic of the unit and can be used by those children who complete the activities in the Writing task at the end of each unit.

It is to be stressed that these words are optional and it is perfectly possible to complete the course without using this additional section.

Tour of a unit

Each unit is topic-based and the topics are consistent with areas the children will be covering in their English language coursebooks and in other subject areas. The units are structured to offer the children support in developing their reading and writing skills. Every unit follows the same structure:

Reading and Comprehension

pages 1 and 2 of each unit

The five new words are introduced in picture form at the top of the first page. Use the pictures to teach the words which will form the basis for the Vocabulary work in the unit and will also appear in the Reading text.

The Reading text follows the new words. There is also a recorded version of this text on the Teacher's CD.

When you start to teach a new text, approach it in three

2 Toys

Reading

I can Read and listen.

There are toys from the British Toy Museum.

These are puppets. This is a puppet theatre.

This is a car. This is a train. The train is green. The car is red.

Look! This is a plane. These are boats. The plane is yellow.

This is a board game. It's very old.

This is a doll's house. It's pink.

Comprehension

1 Read and circle.

- 1 This is a boat / plane.
- 2 There are dolls / puppets.
- 3 This is a doll's house / board game.
- 4 This is a doll's house / train.
- 5 There are boats / planes.

2 Read and write.

- 1 The train is green. ☒
- 2 The plane is blue. ☐
- 3 The car is red. ☐
- 4 The doll's house is pink. ☐

3 Write the answers.

- 1 What colour is the car? red
- 2 What colour is the doll's house? pink
- 3 What colour is the plane? yellow
- 4 What colour is the train? green

stages: *pre-reading*, *reading for gist*, and *reading for detail*. Explain that children do not have to understand every word to do this. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.

Pre-reading. This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.

Reading for gist. Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, but be able to read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.

Reading for detail. This stage will take place as you go onto the Comprehension page. Go through the first comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session. Then let the children answer the questions on their own or do the following two exercises together as a class if you prefer.

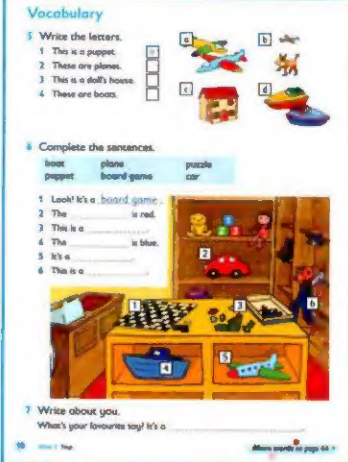
Vocabulary

page 3 of each unit

The vocabulary exercises give the children the opportunity to practise the new words learnt earlier in the unit. The vocabulary items are practised in the context of simple, graded language structures and alongside other vocabulary items that they are likely to recognize from their coursebook.

Where appropriate, the third exercise on this page gives the children the chance to personalize the language they have been using in a statement about themselves.

At the bottom of the third page of the unit, you will see directions to the *More words* section for that unit. For those wishing to further extend the children's vocabulary, this is the stage in the unit where these new words should be taught and practised. This allows the children the option to use them in their writing task on the final page of the unit.



Vocabulary

1 Write the letters.

- This is a puppet.
- These are planes.
- This is a doll's house.
- These are boats.

2 Complete the sentences.

boat	plane	board game	puzzle
puppet			car

1 Look! It's a board game.

2 The _____ is red.

3 This is a _____.

4 The _____ is blue.

5 It's a _____.

6 This is a _____.

7 Write about you.

What's your favourite toy? It's a _____.

10 Unit 1 Page 3

Writing

page 4 of each unit

The Writing page begins with a model text that the children should read. Apply the same approach as for the Reading text.

Look for clues in the picture and the style of the text for what type of text it might be and what they think they might be asked to write.

Read the text together as a class to see if they were right with their predictions.

Then move on to the exercise following the text. This focuses on a writing skill that will help them to complete the final writing task of the unit. Some examples of these are, amongst others:

punctuation, use of capital letters, word order in questions, use of contracted forms, recognizing nouns, adjectives and verbs.

Do feedback as a class before they move on to the writing task.

The Writing tasks are very well-supported with prompts and gaps so the children are not pushed beyond their level of competence. They are based very closely on the model text above, and the children should be encouraged to refer back to the text you have read together to complete the final exercise of the unit.

For more extensive teaching notes and answer key, refer to www.oup.com/elt/teachersclub/young-learners



Writing

Hi Emma,

I'm your new email penfriend.

My name's Katie. I'm 6.

My favourite toy is my doll's house. It's pink.

What's your favourite toy?

Write soon.

Love, Katie

6 Write the words in order.

1 Katie name's My My name's Katie

2 is car This my

3 boat blue My is

4 my These trains are

7 Draw or stick a picture of your favourite toy. Write an email to your penfriend.

Hi _____

I'm your new email penfriend.

My name's _____

My favourite toy is _____

Write soon.

Love, _____

10 Unit 1 Page 4

1 School things



pencil case



notebook



glue stick




folder



paintbox

Reading

1  Read and listen.



Dad: What's this? Is it a bag?

Emily: Yes, it is. Open the bag, Dad. Look! It's a pencil case.



Dad: Is this a rubber?

Emily: No, it isn't. This is a glue stick. And this is a paintbox.



Dad: Is it a book?

Emily: No, it isn't. This is a folder. And this is a notebook.



Dad: Open the door, Emily.

Emily: OK! Thanks, Dad!

Comprehension

2 Write the letters.

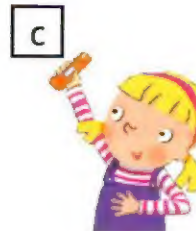
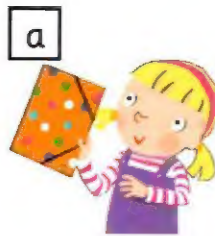
1 This is a glue stick.

c

2 Open the door, Emily.

3 This is a folder.

4 Open the bag, Dad.



3 Write Emily or Dad.

1 Is it a bag?

Dad

2 What's this?

3 This is a folder.

4 This is a glue stick.

4 Read and write Yes, it is. or No, it isn't.

1



Is this a bag? Yes, it is.

2



Is it a book?


3



Is this a rubber?

Vocabulary

5 Read and ✓ or ✗.

1  It's a pencil. ☒

2  It's a paintbox. ☐

3  It's a folder. ☐

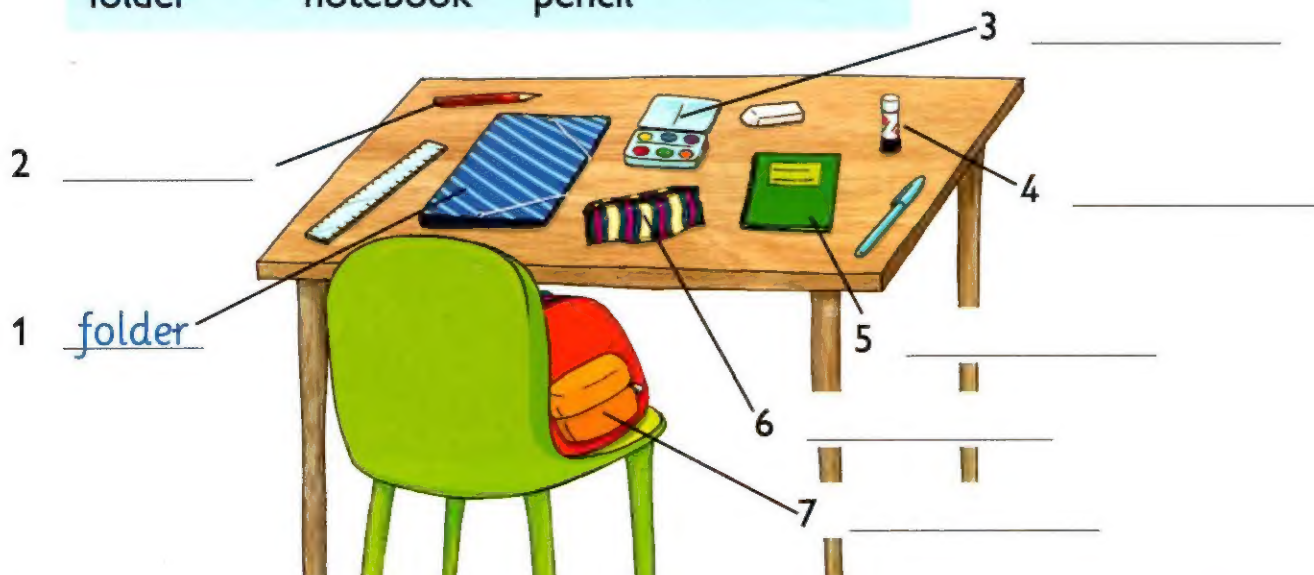
4  It's a pencil case. ☐

5  It's a glue stick. ☐

6  It's a notebook. ☐

6 Choose and write.

paintbox glue stick bag pencil case
folder notebook pencil



Writing



SCHOOL THINGS

bag	folder
pencil case	notebook
paintbox	rubber
pencil	ruler
pen	glue stick

7 Circle the school things. Write the list.

1 pen pencil notebook

pen pencil notebook

2 folder bag rubber

3 ruler pencil case paintbox

4 glue stick pen folder

5 bag notebook pencil

8 Write a shopping list for your school things.

SCHOOL THINGS

2 Toys



puppet



boat



plane



board game



doll's house

Reading

1 Read and listen.

These are toys from the Bradtown Toy Museum.

These are puppets.
This is a puppet theatre.



This is a board game.
It's very old.



This is a car. This
is a train. The train
is green. The car is
red.



Look! This is a
plane. These are
boats. The plane
is yellow.




This is a doll's house.
It's pink.


Comprehension

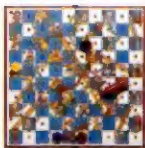
2 Read and circle.




1  This is a boat / plane.



2  These are dolls / puppets.



3  This is a *doll's house* / *board game*.



4  This is a doll's house / train.



5  These are *boats* / *planes*.

3 Read and ✓ or ✗.

- | | | |
|---|---------------------------|-------------------------------------|
| 1 | The train is green. | <input checked="" type="checkbox"/> |
| 2 | The plane is blue. | <input type="checkbox"/> |
| 3 | The car is red. | <input type="checkbox"/> |
| 4 | The doll's house is pink. | <input type="checkbox"/> |

4 Write the answers.

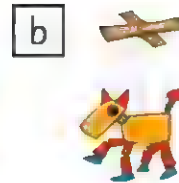
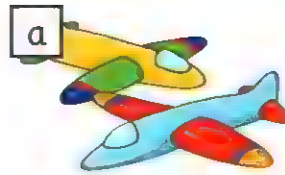
- 1 What colour is the car? It's red.
- 2 What colour is the doll's house? _____
- 3 What colour is the plane? _____
- 4 What colour is the train? _____

Vocabulary

5 Write the letters.

- 1 This is a puppet.
- 2 These are planes.
- 3 This is a doll's house.
- 4 These are boats.

b



6 Complete the sentences.

boat	plane	puzzle
puppet	board game	car

- 1 Look! It's a board game.
- 2 The _____ is red.
- 3 This is a _____.
- 4 The _____ is blue.
- 5 It's a _____.
- 6 This is a _____.

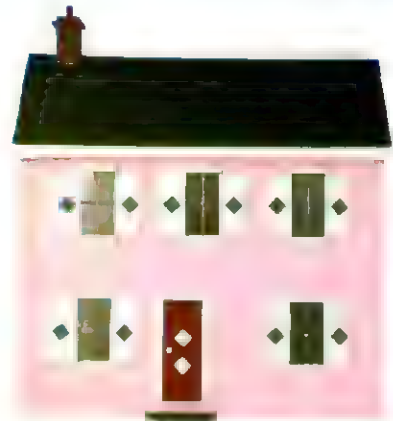


7 Write about you.

What's your favourite toy? It's a _____.

Writing

Hi Emma,
I'm your new email penfriend.
My name's Katie. I'm 6.
My favourite toy is my doll's house. It's pink.
What's your favourite toy?
Write soon.
Love, Katie



8 Write the words in order.

1 Katie. name's My

My name's Katie.

2 is car. This my

3 boat blue. My is

4 my These trains. are

9 Draw or stick a picture of your favourite toy. Write an email to your penfriend.

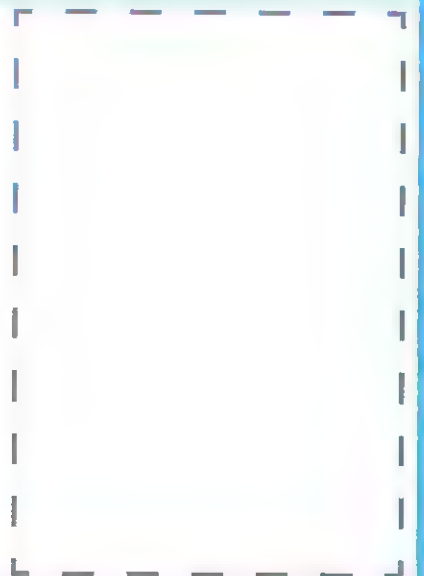
Hi _____,
I'm your new email penfriend.

My name's _____.

My favourite toy is _____.

Write soon.

Love, _____



3

Famous people



singer



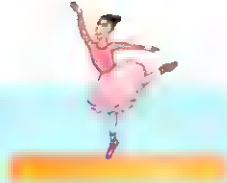
actor



footballer



writer



dancer

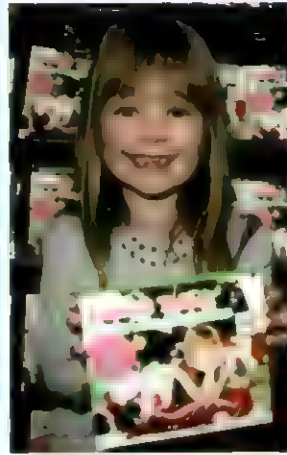
Reading

1 Read and listen.

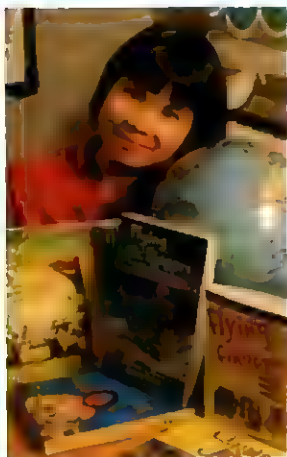


Josh Fedrick is from the UK. He's fourteen and he's a dancer.

He's an actor, too. Josh is in the musical *Billy Elliot*.



Connie Talbot is eight. She's from the UK. She's a singer. Connie's CD is great!



Adora Svitak is from the US. She's a writer and a teacher. She's eleven. Adora's books are very good.



James Hurst is fifteen. He's a great footballer. He's in Portsmouth Football Club.

Comprehension

2 Write the letters.

1 He's fourteen and he's a dancer.

☐ c

2 She's a writer.

☐

3 He's an actor, too.

☐

4 She's a singer.

☐

5 He's a footballer.

☐



3 Choose and write the names.

Josh Connie James Adora

1 Adora is a writer.

2 _____ is a footballer.

3 _____ is in the musical *Billy Elliot*.

4 _____ is eight.

4 Read and write Yes, he / she is. or No, he / she isn't.

1 Is Josh a dancer? Yes, he is.

2 Is Adora a footballer? _____

3 Is Josh an actor? _____

4 Is James a writer? _____

5 Is Connie a singer? _____

Vocabulary

5 Read and circle.

1



Is she a singer? Yes, she is. / No, she isn't.

2



Is he a dancer? Yes, he is. / No, he isn't.

3



Is she a footballer? Yes, she is. / No, she isn't.

4



Is he an actor? Yes, he is. / No, he isn't.

5



Is he a writer? Yes, he is. / No, he isn't.

6 Choose and write.

doctor dancer pilot policeman footballer singer

1 singer

2 _____

3 _____



4 _____

5 _____

6 _____

Writing

Tom Walters



About me:
Hi! My name's
Tom. I'm 7. I'm
from the UK.



My hero is Fernando
Torres. He's a
footballer. He's 25.
He's from Spain.
He's great!

7 Write the sentences with capital letters and full stops.

1 my name's helen My name's Helen.

2 i'm from italy _____

3 my hero is orlando bloom _____

4 i'm from the uk _____

5 she's from brazil _____

8 Draw or stick a picture of you and a picture of your hero. Write about you and your hero.

About me:

Hi! My name's _____.

I'm _____.

I'm from _____.

My hero is _____

_____.

4

In the garden



garden



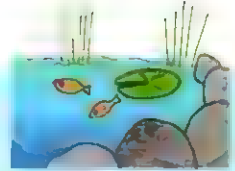
grass



flower



bee



pond

Reading

1 Read and listen.



Jim: Dad's in the garden.
He's under the tree.



Jim: Oh no! Look at the bee! It's
on Dad's hat!



Emily: The bee isn't on Dad's
hat now. It's on his nose!



Jim: Dad isn't under the tree
now. He's in the flowers.



Jim: The bee is on Dad's hat.

Emily: Where's Dad?

Jim: He's in the pond.

Comprehension

2 Write the letters.

- 1 Dad's under the tree.
- 2 The bee is on Dad's nose.
- 3 Dad's in the pond.
- 4 The bee is on Dad's hat.

a



b



c



d



3 Put the sentences in the correct order.

- a Dad's in the flowers.
- b Dad's under the tree.
- c Dad's in the pond.
- d The bee is on Dad's nose.

4 Read and write the answers.

1



Where's Dad? He's under the tree.

2



Where's the bee? It's _____ Dad's _____.

3



Where's Dad? He's _____ the _____.

4



Where's the bee? It's _____ Dad's _____.

5



Where's Dad? He's _____ the _____.

Vocabulary

5 Read and circle.

1



Look at the garden / grass.

2



It's a frisbee / flower.

3



Look at the swing / slide.

4



The grass / tree is green.

5



This is a bee / tree.

6 Complete the sentences.

~~tree~~

flower

slide

grass

tree

1 Dad is under the tree.

2 Mum is on the _____.

3 My brother is on the _____.

4 The bee is on the _____.

5 The frisbee is in the _____.



7 Look at Exercise 6. Ask and answer.

Where's the bee?

It's on the flower.

Writing



This is my garden. Dad is on the grass. Mum is under the tree. My sister is on the slide. The ball is in the tree!

8 Write the words in order.

- 1 the flower. is The bee on
- 2 in is the garden. Dad
- 3 is The frisbee the tree. in
- 4 on is the swing. She
- 5 the pool. is Mum in
- 6 is the tree. under He

The bee is on the flower.

9 Draw the items in the picture. Write about the garden.

bee

ball

frisbee



This is my garden.

Mum is _____.

Dad is _____.

The bee is _____.

The ball is _____.

The frisbee is _____.

5

Ready for work



jumper



boots



suit



shirt



gloves

Reading

1 Read and listen.



This is John.
He's a farmer. Look! This is his shirt and these are his trousers. His trousers are brown. His boots are green.



This is Andy. He's a footballer. These are his shorts. They're red. His T-shirt is blue and white. Look at his gloves. They're white.



This is Sarah. She's a teacher. This is her suit. It's black. Her shirt is white.

Comprehension

2 Write the numbers.

- 1 Look at his gloves.
- 2 These are his boots.
- 3 His T-shirt is blue and white.
- 4 This is her suit.



3 Read the factfiles. Correct the sentences.

- 1 Andy's gloves are red.
- 2 Sarah's suit is blue.
- 3 John's boots are brown.
- 4 Sarah's shirt is yellow.

Andy's gloves are white.

4 Read and write the answers.

- 1 Are these Andy's boots?



No, they aren't.

- 2 Is this John's shirt?



- 3 Are these Andy's gloves?



- 4 Is this Sarah's suit?



- 5 Are these Sarah's trousers?

Vocabulary



5 Read and circle.

- 1 Her dress / coat is pink.
- 2 Her boots / gloves are yellow.
- 3 His coat / hat is black.
- 4 His shirt / suit is blue.
- 5 His boots / shorts are blue.
- 6 His trousers / gloves are red.

6 Choose and write.

gloves jumper shirt suit shorts skirt trousers socks

1



These are his trousers.

2



This is her _____.

3



These are his _____.

4



These are her _____.

5



This is his _____.

6



These are her _____.

7



This is his _____.

8



This is her _____.

Writing

My Dad by Katie Taylor

This is my dad. He's ready for work.

My dad is a doctor. This is his coat.

It's white. His trousers are grey.

His shirt is blue. These are his shoes. They're black.



7 Write the sentences using short forms.

1 He is ready for work. He's ready for work.

2 It is white. _____

3 She is a teacher. _____

4 They are her boots. _____

5 I am a farmer. _____

8 Draw or stick a picture of your mum or dad ready for work. Write.

My _____

by _____

This is _____.

My _____ is a _____.

This is _____



6

Holiday homes



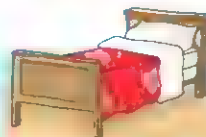
windmill



caravan



houseboat



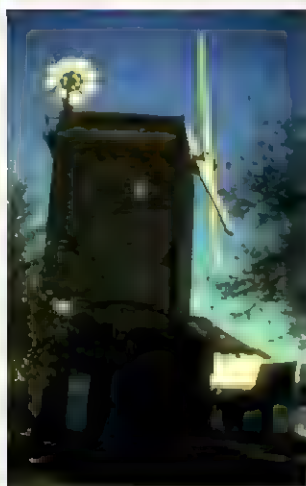
bed



sofa

Reading

1 Read and listen.



My home is a windmill.

- What's in the windmill?
- The windmill is big, with six rooms.
- Where are the bedrooms?
- The three big bedrooms are upstairs. The bathroom, lounge and kitchen are downstairs.





My home is a houseboat.

- What's in the houseboat?
- The houseboat is little, with two little rooms – a lounge and a bedroom. The sofas in the lounge are beds, too.
- Where is the kitchen?
- The kitchen is in the lounge.



Comprehension

2 Read and ✓.

		
two rooms		✓
three bedrooms		
big		
little		
six rooms		

3 Write *windmill* or *houseboat*.

- 1 The kitchen in the houseboat is in the lounge.
- 2 The bedrooms in the _____ are upstairs.
- 3 The _____ is big.
- 4 The _____ is little.
- 5 The rooms in the _____ are little.
- 6 The sofas in the _____ are beds, too.

4 Read and write *Yes, they are.* or *No, they aren't.*

- 1 Are the sofas in the houseboat in the lounge? Yes, they are.
- 2 Are the bedrooms in the windmill downstairs? _____
- 3 Are the rooms in the houseboat big? _____
- 4 Are the bedrooms in the windmill big? _____

Vocabulary

5 Read and circle.

1  This is a bedroom / bathroom.

2  It's a windmill / caravan.

3  It's a kitchen / bathroom.

4  This is a caravan / houseboat.

5  It's a caravan / house.

6 Complete the sentences.

dining room bathroom lounge
kitchen ~~bedroom~~ hall

- 1 The bed is in the bedroom.
- 2 The _____ is upstairs.
- 3 The boy is in the _____.
- 4 The sofa is in the _____.
- 5 The stairs are in the _____.
- 6 The _____ is downstairs.



7 Look at Exercise 6. Ask and answer.

Where is the bed? It's in the bedroom.

Writing

- What is your holiday home?
- A caravan.
- Is it big?
- No, it's little.
- How many rooms have you got?
- Three - a bedroom, a lounge and a bathroom. The kitchen is in the lounge.
- Where are the beds?
- 2 in the bedroom, 2 sofas in the lounge.



This is Billy's caravan.

8 Write *Where is* or *Where are*.

- | | |
|----------------------------------|-----------------------|
| 1 <u>Where are</u> the bedrooms? | 4 _____ the lounge? |
| 2 _____ your house? | 5 _____ the caravans? |
| 3 _____ the beds? | 6 _____ the windmill? |

9 Write questions for an interview about Lisa's holiday home.

- A houseboat

- No, it's little.

- Three - a bedroom, a lounge and a bathroom. The kitchen is in the lounge.

- 3 in the bedroom, 1 sofa in the lounge.



This is Lisa's houseboat.

7

Funny birds



wings



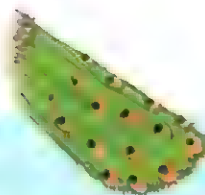
feathers



beak



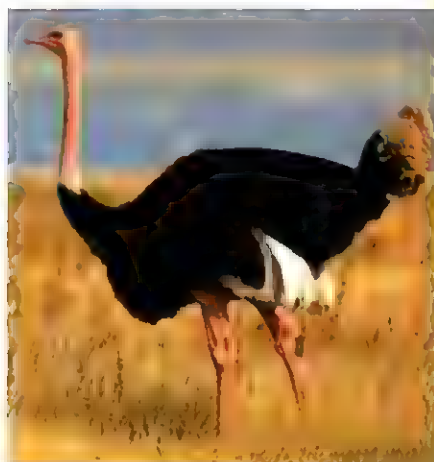
neck



tail

Reading

1 Read and listen.



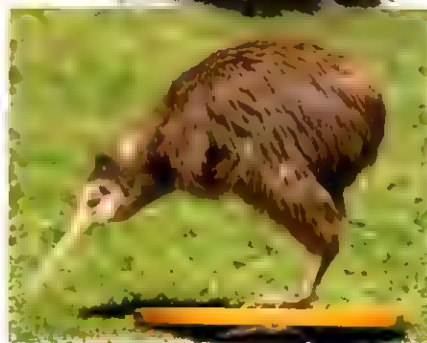
The Ostrich

The ostrich is a big bird. It's got long legs and it's got a long neck. It's got a big body and it's got a short tail.



The Peacock

The peacock has got a blue neck and a yellow beak. It's got a very long tail.



The Kiwi

The kiwi has got short legs and a long beak. The kiwi is a funny bird because it hasn't got wings and it hasn't got a tail.

Comprehension

2 Label the pictures.



3 Write *ostrich*, *peacock* or *kiwi*.

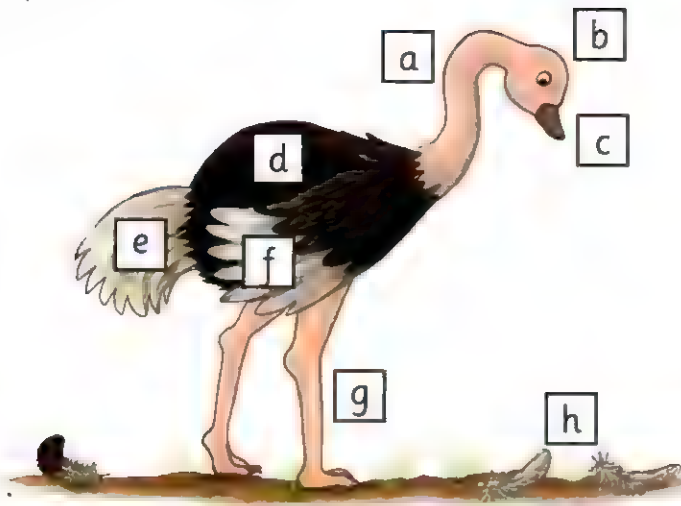
- 1 The ostrich has got a long neck.
- 2 The _____ has got a blue neck.
- 3 The _____ has got a long beak.
- 4 The _____ has got a long tail.
- 5 The _____ hasn't got wings.

4 Read and write Yes, it has. or No, it hasn't.

- 1 Has the ostrich got a short neck? No, it hasn't.
- 2 Has the peacock got a blue beak? _____
- 3 Has the kiwi got a long beak? _____
- 4 Has the ostrich got long legs? _____
- 5 Has the peacock got a short tail? _____
- 6 Has the kiwi got a tail? _____

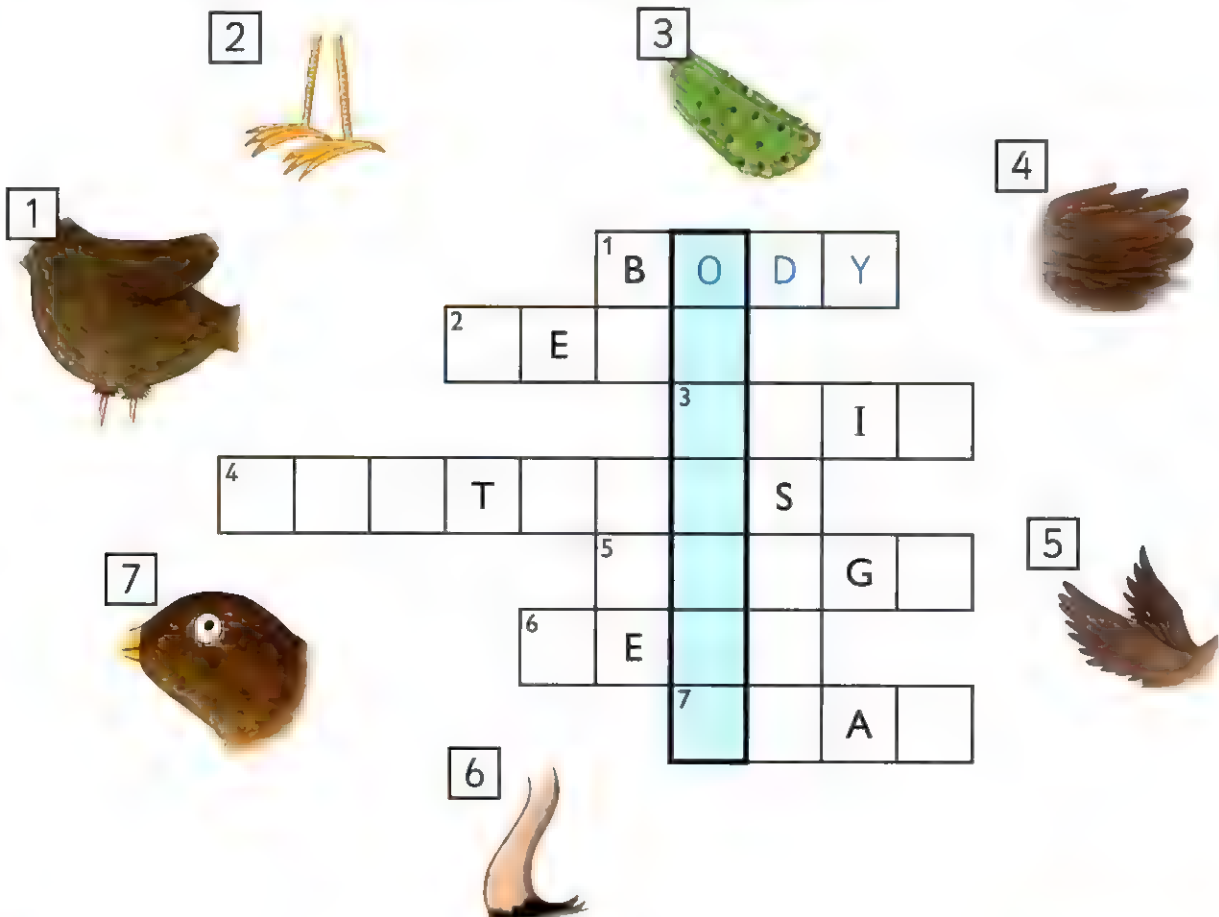
Vocabulary

5 Write the letters.



- | | |
|------------|--------------------------------|
| 1 wing | <input type="text" value="f"/> |
| 2 body | <input type="text"/> |
| 3 feathers | <input type="text"/> |
| 4 neck | <input type="text"/> |
| 5 tail | <input type="text"/> |
| 6 beak | <input type="text"/> |
| 7 head | <input type="text"/> |
| 8 legs | <input type="text"/> |

6 Complete the puzzle and find the mystery word.



Writing



A Funny Bird by Katie Turner

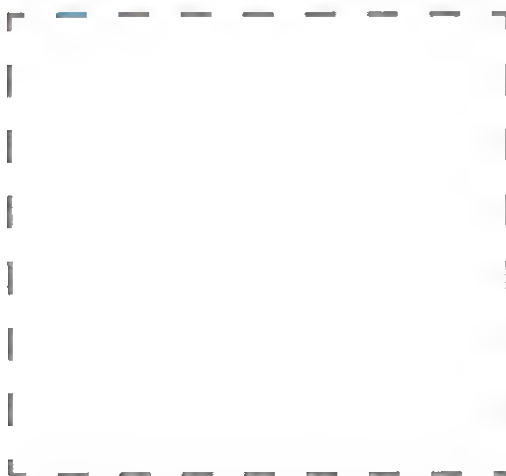
This is the Zongo bird. It's very funny. It's got little wings and it's got a long beak. It's got short legs. It's got red, blue and yellow feathers.

7 Put the words in the correct boxes.

~~short~~ ~~head~~ tall feather little neck
long big beak tail wing funny

Nouns	Adjectives
head	short

8 Draw a picture of a funny bird. Write about your bird.



A Funny Bird

by _____

This is the _____.

It's got _____

_____.

8

At the café



burger



pizza



chips



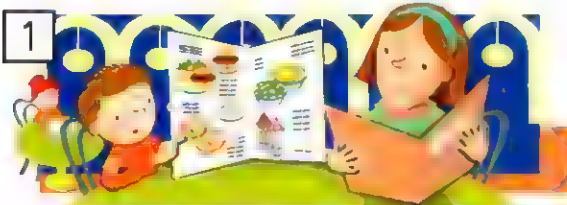
ice cream



salad

Reading

1 Read and listen.



Jim: This café is great. Look at the big ice creams. And the pizzas.

Mum: I don't like pizza.



Jim: Do you like burgers?

Mum: No, I don't.



Jim: Do you like chips?

Mum: No, I don't. I don't like burgers and I don't like chips. They aren't healthy.



Jim: Do you like salad?

Mum: Yes, I do. Salad is healthy.



Mum: A salad for me, please.

Jim: A salad for me, too ... And a burger and chips, please! I'm hungry!

Comprehension

2 Write the letters.

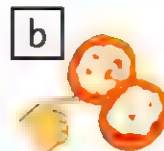
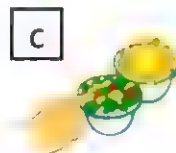
1 I like pizza.

2 Do you like burgers?

3 Look at the big ice creams.

4 Do you like chips?

5 Do you like salad?



3 Write Mum or Jim.

1 I like salad.

Mum

2 I like burgers.

3 I don't like chips.

4 I don't like burgers.

5 I like chips.

6 I like pizza.

4 Read and complete the answers.

1 Are Jim and his mum in a café? Yes, they are.

2 Are the ice creams big? _____ they _____.

3 Are chips healthy? _____ they _____.

4 Is salad healthy? _____ it _____.

5 Are burgers healthy? _____ they _____.

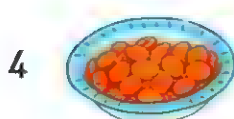
6 Is Jim hungry? _____ he _____.

Vocabulary

5 Read and ✓ or ✗.



1 It's a pizza. ☒



4 These are carrots. ☐



2 These are chips. ☐



5 This is an apple. ☐



3 It's a burger. ☐



6 It's a salad. ☐

6 Complete the sentences.

pizza salad apples chips burgers biscuits

	Tom	Molly	Billy
😊			
☹️			

Hi, I'm Tom. I like ¹ burgers. I don't like ² _____.

Hello. I'm Molly. I like ³ _____. I don't like ⁴ _____.

My name's Billy. I like ⁵ _____. I don't like ⁶ _____.

7 Write about you.

What do you like?

I like _____. I don't like _____.

Writing

Hi Katie,

Thanks for your email.

I like healthy food. I like salad and I like apples and bananas, too. I don't like carrots and I don't like fish. I like pizza.

What do you like? Do you like healthy food?

Write soon.

Love,

Anna



8 Write the sentences using short forms.

1 I do not like apples.

I don't like apples.

2 Burgers are not healthy.

3 Ice cream is not my favourite food.

4 You do not like chips.

5 Bananas are not red.

6 Pizza is not healthy.

9 Write an email to your penfriend. Write about what you like / don't like.

Hi _____,

Thanks for your email.

I like _____.

I don't like _____.

What do you like? Do you like _____?

Write soon.

Love,

9

A cool room



painting



wardrobe



bunk beds



table



DVD player

Reading

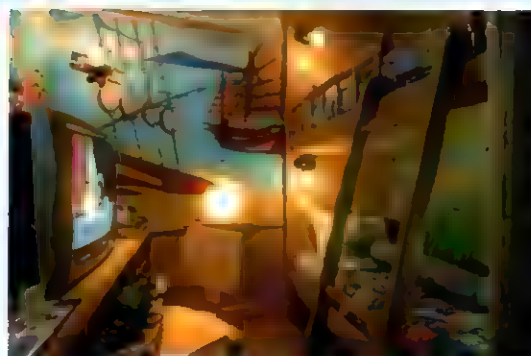
1 Read and listen.

There are cool rooms for children in this hotel.



This is a pirate room. There are paintings of boats on the walls. There are two beds in the room. The beds are boats. There's a toybox and there are lots of toys.

There's a wardrobe in the room. There are chairs and there is a table. There are bunk beds, too. There's a TV and there's a DVD player. .



Comprehension

2 Read and write the letters.



1 There are lots of toys.

2 The beds are boats.

3 There's a computer.

4 There are paintings of boats on the walls.

3 Read and ✓ or ✗.

1 There are three beds in the room.

☒

2 There's a wardrobe in the room.

☐

3 There are chairs.

☐

4 There are lots of toys.

☐

5 There's a computer.

☐

6 There's a TV and a DVD player.

☐

4 Read and complete the sentences.

beds bunk beds TV boats toybox

1 There are paintings of boats on the walls.

2 The _____ are boats.

3 There are _____ in the room.

4 There's a _____ and there's a DVD player.

5 There's a _____ and there are lots of toys.

Vocabulary

5 Read and circle.

- 1  This is a *chair* / table.
- 2  It's a *pillow* / *painting*.
- 3  This is a *toybox* / *wardrobe*.
- 4  This is a *cupboard* / *toybox*.
- 5  These are *bunk beds* / *toys*.
- 6  This is a *lamp* / *painting*.
- 7  It's a *TV* / *DVD player*.

6 Choose and write.

bunk beds wardrobe window table
 painting DVD player toybox



7 Write about your room.

My room is great. There's a _____.

There are _____.

Writing

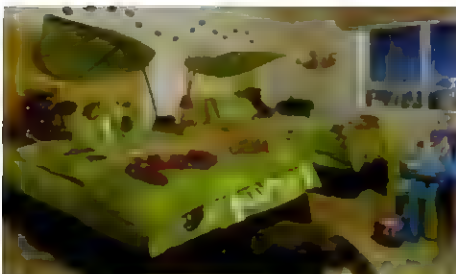


This is a great room for children. There are two beds in the room. There's a TV and there's a DVD player. There are toys in the room, too!

8 Write 's or are.

- 1 There 's _____ a TV in the room.
- 2 There _____ two bean bags in the room.
- 3 There _____ a big wardrobe in the room.
- 4 There _____ three chairs in the room.
- 5 There _____ a DVD player in the room.
- 6 There _____ two beds in the room.

9 Write about the hotel room. Write about what there is/are.



There are _____
There's a _____
There's a _____
There's a _____

10

Amazing animals



see



hear



jump




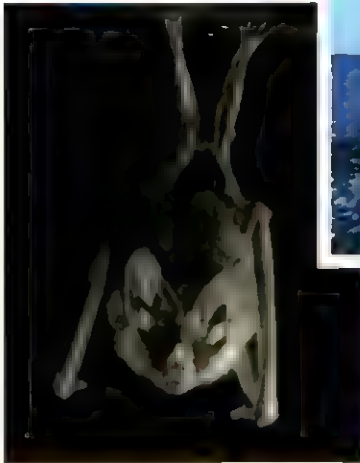
sleep



play

Reading

1  Read and listen.



This is a bat. It's got wings and it can fly. The bat sleeps in the day and it flies at night. It can see at night. It can hear very well, too.



A dolphin can swim and it can jump. It can hear with its ears and it can hear with its mouth, too! A dolphin plays lots of games.

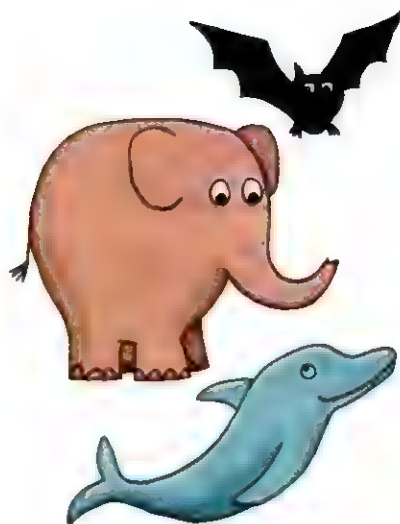


An elephant is a very big animal. It can hear with its ears and it can hear with its nose, too! It can swim and it can run very fast. But it can't jump!

Comprehension

2 Read and ✓ or ✗.

- 1 The bat has got wings. ☒
- 2 It flies in the day. ☐
- 3 The dolphin can jump. ☐
- 4 It doesn't play games. ☐
- 5 The elephant can hear with its mouth. ☐
- 6 It is a very big animal. ☐



3 Write *bat*, *dolphin* or *elephant*.

- 1 The elephant can hear with its nose.
- 2 The _____ plays lots of games.
- 3 The _____ sleeps in the day.
- 4 The _____ can run very fast.
- 5 The _____ flies at night.
- 6 The _____ can hear with its mouth.

4 Read and write *Yes, it can.* or *No, it can't.*

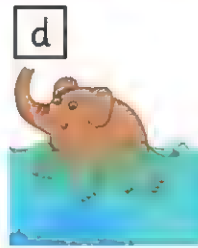
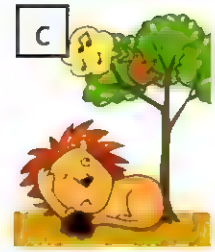
- 1 Can the bat see at night? Yes, it can.
- 2 Can the dolphin fly? _____
- 3 Can the elephant jump? _____
- 4 Can the bat hear very well? _____
- 5 Can the elephant swim? _____
- 6 Can the dolphin run? _____

Vocabulary

5 Read and write the letters.

- 1 It can't see.
- 2 It can climb.
- 3 It can't hear.
- 4 It can fly.
- 5 It can swim.
- 6 It can't sleep.

b



6 Choose and complete the sentences.

- 1 walk / swim

A fish can swim. It can't _____.

- 2 run / see

A snake can't _____. It can _____.

- 3 talk / climb

A monkey can _____. It can't _____.

- 4 fly / walk

A zebra can _____. It can't _____.

- 5 swim / hear

A giraffe can _____. It can't _____.

- 6 run / talk

An elephant can _____. It can't _____.

7 Write about you.

I can _____.

I can't _____.

Writing



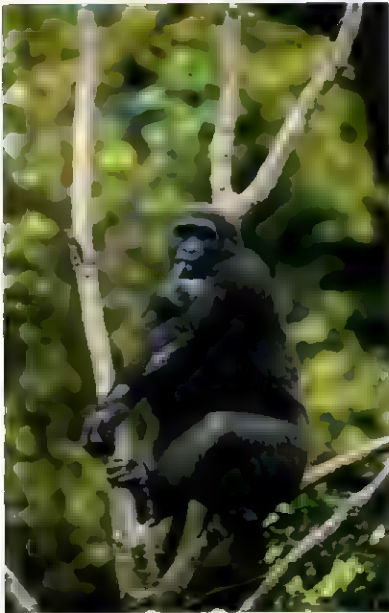
swim
walk
jump
see at night
see underwater

✓ The turtle is an amazing
✓ animal. It can swim and it
✗ can walk. It can't jump. It's
✓ got small eyes, but it can
✓ see very well. It can see at
night and it can see
underwater.

8 Underline the adjectives and circle the action verbs.

- 1 The turtle is an amazing animal. It can see underwater.
- 2 A snake is very long. It can't walk and it can't run.
- 3 An elephant is a very big animal. It can run very fast.
- 4 A dolphin is a clever animal. It can swim and it can jump.
- 5 A bat is a small animal. It can fly.

9 Write about a gorilla.



walk ✓
run ✓
climb ✓
jump ✓
swim ✗
talk ✗

A gorilla is a very clever animal.

It can _____.

It can _____.

_____.

_____.

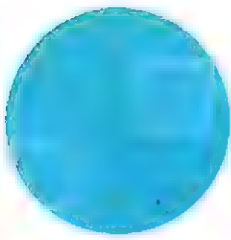
_____.

It can't _____.

_____.

_____.

_____.



More words

1 School things



pencil
sharpener



crayon



sticker



diary

Read and circle.

1



It's a pencil sharpener. Yes, it is. / No, it isn't.

2



It's a sticker. Yes, it is. / No, it isn't.

3



It's a crayon. Yes, it is. / No, it isn't.

4



It's a pencil case. Yes, it is. / No, it isn't.

5



It's a diary. Yes, it is. / No, it isn't.

6



It's a sticker. Yes, it is. / No, it isn't.

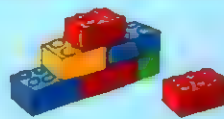
2 Toys



scooter



tractor



bricks



doll's pram

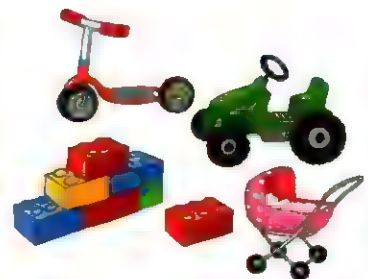
Write and match.

1 This is a (o t s c e r o) _____.

2 These are (s b i k c r) _____.

3 This is a (m r a p l l o s d) _____.

4 This is a (r o t r c a t) _____.



3 Famous people



tennis player



drummer



swimmer



painter

Read and circle.

1



He's a *tennis player* / *drummer*.

2



He's a *swimmer* / *tennis player*.

3



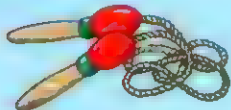
She's a *painter* / *swimmer*.

4

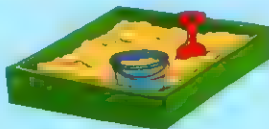


He's a *tennis player* / *painter*.

4 In the garden



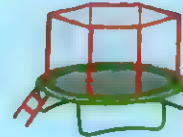
skipping rope



sandpit

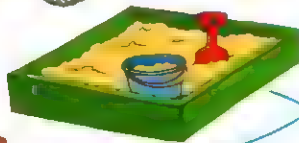
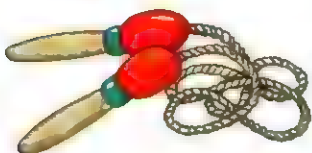


climbing frame



trampoline

Follow and write.



5 Ready for work



jacket



apron



tie



handbag

Correct the sentences.

1



It's a red tie. _____

2



It's a blue handbag. _____

3



It's a black and white jacket. _____

4



It's a pink jacket. _____

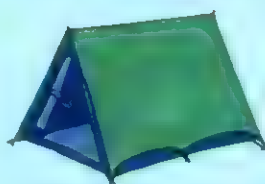
6 Holiday homes



cottage



shower



tent



hotel

Circle four words and write.

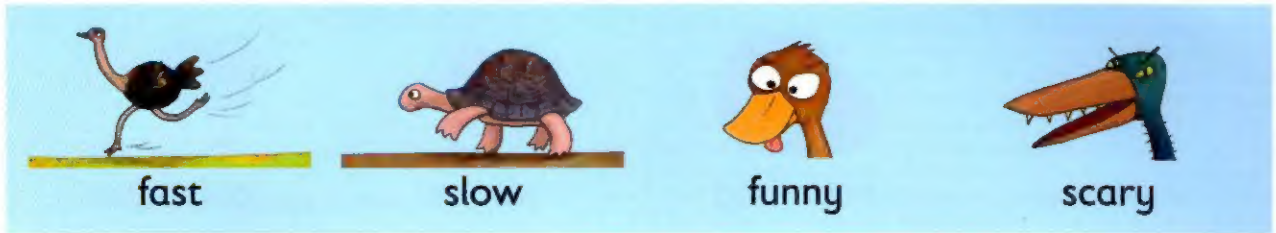
1 cottagehotelwindmillcaravan _____

2 tentcaravanhotelshower _____

3 windmillcottagebedroomupstairs _____

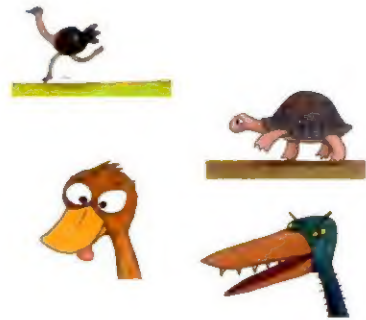
4 showertenthotelcaravan _____

7 Funny birds

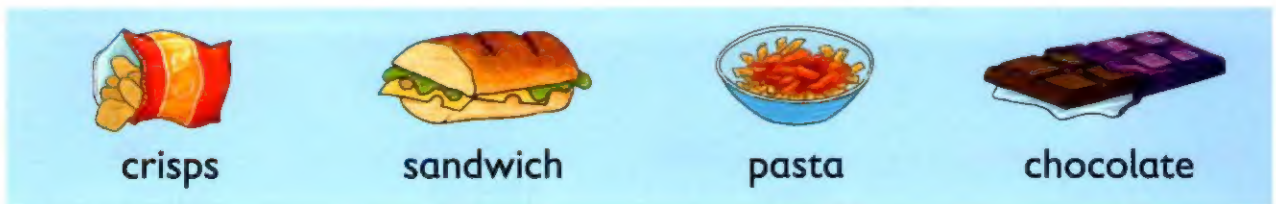


Write and match.


- 1 The ostrich is very (s t a f) _____.
- 2 This bird is (n u n y f) _____.
- 3 The tortoise is (l o w s) _____.
- 4 This bird is (c a r y s) _____.



8 At the café



Read and circle.

- 1  My favourite food is *carrots* / *rice*.
- 2  I like *crisps* / *carrots*.
- 3  It's a *burger* / *sandwich*.
- 4  I don't like *chocolate* / *ice cream*.
- 5  I like *pasta* / *rice*.

9 A cool room



balcony



bean bag

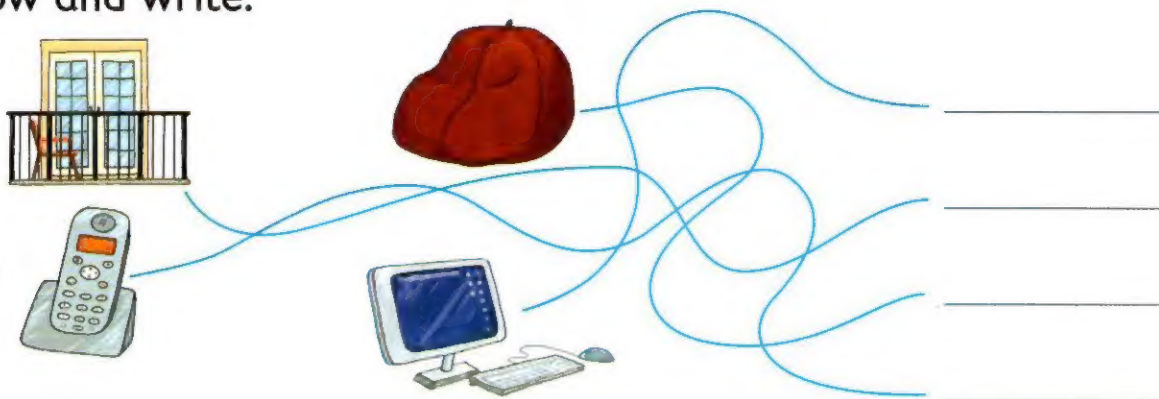


phone



computer

Follow and write.



10 Amazing animals



crawl



dive



throw



catch

Read and circle.



It can *swim* / *dive*.



It can *fly* / *throw*.



He can *walk* / *crawl*.



It can *fly* / *walk*.



It can *throw* / *dive*.

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and **OXFORD ENGLISH** are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2009

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2009

2013 2012 2011 2010

10 9 8 7 6 5 4 3 2

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press,
or as expressly permitted by law, or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 467400 3

Printed in China

ACKNOWLEDGEMENTS

Cover illustration by: John Paul Early/illustration

Cover photography provided by: Istockphoto.com

Illustrations by: Sharon Harmer and Marilyn Janovitz

The authors and Publisher would like to thank the following for their kind permission to reproduce photographs and other artwork copyright materials: 7 Photodisc/Oxford University Press, 8tl Alinari/TopFoto, 8cl Pete Jenkins/Alamy, 8cl iStockphoto, 8tc Jack Sullivan/Alamy, 8tr Czartoryski Museum, Cracow, Poland/Bridgeman Art Library, 8cr CSA Plastock/Getty Images, 8br Bridgeman Art Library, 8b Tim Ridley/dkimages.com, 91 CSA Plastock/Getty Images, 92 Reimar/Alamy, 93 Tim Ridley/dkimages.com, 94 Bridgeman Art Library, 95 iStockphoto, 11 Oxford University Press, 12tl Alastair Muir Photography, 12bl Adora Svitak, 12tr Eamonn McCormack/Wireimage/Getty Images, 12br Rangers FC/PA Photos, 13c Alastair Muir Photography, 13b Alastair Muir Photography, 13a Eamonn McCormack/Wireimage/Getty Images, 13d Adora Svitak, 13e Rangers FC/PA Photos, 15l Gareth Boden/Oxford University Press, 15r PA Photos, 20l Digital Vision/Getty Images, 20c Image Source Pink/Alamy, 20r Ablestock/Alamy, 21l Image Source Pink/Alamy, 21c Digital Vision/Getty Images, 21r Ablestock/Alamy, 23 Photodisc/Oxford University Press, 24tl Corel/Oxford University Press, 24bl Corel/Oxford University Press, 24tr Gareth Boden/Oxford University Press, 24br Gareth Boden/Oxford University Press, 27t Chris King/Oxford University Press, 27b idp narrow boat collection/Oxford University Press, 28l Digital Vision/Oxford University Press, 28c Photodisc/Oxford University Press, 28r Peter Weimann/Picture Press/Photolibrary Group, 29t Photodisc/Oxford University Press, 29c Peter Weimann/Picture Press/Photolibrary Group, 29b Digital Vision/Oxford University Press, 35 Chris King/Oxford University Press, 36t InterContinental Hotels Group, 36b InterContinental Hotels Group, 37 InterContinental Hotels Group, 39t Gary Bogdon 2006/Nickelodeon Family Suites, 39b Swissôtel Hotels & Resorts, 40l Photodisc/Oxford University Press, 40c Ingram/Oxford University Press, 40r Photodisc/Oxford University Press, 43t Corel/Oxford University Press, 43b Photodisc/Oxford University Press

OXFORD PRIMARY SKILLS



Oxford Primary Skills is a six-level supplementary series to develop reading and writing skills in the primary classroom. Each unit is very clearly structured, and includes vocabulary work as well as step-by-step reading and writing tasks.

- A broad range of text types, with a particular focus on real-world topics
- Thorough, systematic development of reading sub-skills
- Graded writing tasks, with a clear outcome
- More words section extends the vocabulary areas in the units

The series is accompanied by Audio CDs with recordings of the reading passages, and a website with notes and guidance for teachers.

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

OXFORD ENGLISH
ISBN 978-0-19-467400-3



9 780194 674003